

The correlation between students frequency of listening English songs and students vocabulary mastery

M. Singgih Pangestu¹, Muhammad Sukirlan², Novita Nurdiana³

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung^{1,2,3}

¹Correspondence e-mail: singgihcobarfams@gmail.com

ABSTRACT

This research was aimed to know: "The Correlation Between Students Frequency of Listening English Songs and Students Vocabulary Mastery". SMAN 10 Bandar Lampung in academic year 2020/2021. The research method of this research was quantitative. The population of the research was the eleven grade students of SMAN 10 Bandar Lampung in the academic year 2020/2021, the number of students was 35 students. The researcher gave a questionnaire to know students' frequency of listening to English songs and a test to know the students' vocabulary mastery. The data that has been gathered was analyzed by Pearson Product Moment Correlation. Data Analysis shows that there is a significant correlation between the two variables with $p < 0.05$ ($p = 0.342$). It happens because most of the students use their time to listening English songs and it can enrich their vocabulary.

Keywords: *Frequency of Listening English Songs, Vocabulary Mastery*

I. INTRODUCTION

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from a second language. A foreign language is a language that is not used as a means of communication in certain countries where the language is taught. It can be seen from the existence of English education beginning from elementary school to university. In English there are four skills in learning a language, they are listening, speaking, reading, and writing. Listening receives a focus (Alan Lauder : 2008).

In Indonesia, one of the most difficult and important aspects of learning a foreign language is the retention of vocabulary. Vocabulary can not be separated from a language because vocabulary is a part of the language. Vocabulary is important for learning a language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention, and appreciation. Then, the listening activity needs to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

According to the pre-observation which has been done by the researcher, students often find difficulties in using a foreign language because they lack vocabulary and they often forget easily new vocabulary after they get the meaning from the dictionary. Sometimes in speaking class, students cannot speak fluently because they lack vocabulary. They say only a few sentences

because they cannot find the appropriate vocabulary to be used in expressing their ideas. The same problem is found in writing classes that students cannot write essays easily because they lack vocabulary. Even though they have already learned the strategies or techniques for writing essays, still they will find difficulties in constructing sentences. They will find difficulties in choosing and using the appropriate vocabulary.

Song is one of the audio tools that contain music and lyrics so that students can hear directly. Griffie (1992: 4) says that “songs have a personal quality that makes listener react to the songs”. Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, students are motivated personally to find out what the songs are about, understand the meaning of a word, and they can also get more vocabulary from the song lyrics. Thus, the student’s interest in listening to English songs is expected to improve the student’s vocabulary mastery.

II. METHODS

This research used quantitative method which used ex-post facto design. The researcher investigated whether there was a correlation between students’ frequency of listening to English songs and students’ vocabulary mastery. The instruments of this research were vocabulary tests and questionnaires. The researcher took one class through the purposive sampling of this research. The population of this research was the third-year students of SMAN 10 Bandar Lampung and the sample was XI consisting of 35 students. The researcher conducted the vocabulary test to measure the students’ vocabulary mastery. After giving the test, the researcher gave the questionnaire to measure the students’ frequency of listening to English songs. then, the researcher finds the results of the correlation by using *Pearson Product Moment*.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of the vocabulary test and questionnaire.

Table 1. The Result of Students Vocabulary Test

HIGH	76-100	7 RESPONDENTS
MODERATE	60-75	24 RESPONDENTS
LOW	45-59	4 RESPONDENTS

Table 1 shows that 31 of the students have reached the required size of the vocabulary. It was proved that 20% of the students achieved scores in the high category (76-100). Yet, it showed that 69% of third-grade students at SMAN 10 Bandar Lampung had an average size of vocabulary, and 11% of students had a minimum vocabulary size.

Table 2. Result of Students Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
frequency	35	8	17	2.618	2.161
repetition	35	8	14	2.582	1.827
behaviour	35	8	13	2.283	1.521
Valid N (listwise)	35				

The table shows that students frequency got the highest mean score (2.618). On the other hand, students' behaviour of listening to English songs got the lowest mean score (2.283) among the two factors. It shows that students' frequency of listening to English songs has the biggest effect on students' vocabulary mastery

Table 3. The Correlation Between Students Frequency of Watching English Movie and Students Vocabulary Knowledge

Correlation Pearson Product Moment			
			Vocabulary test
questionnaire	Pearson Correlation	1	.342*
	Sig. (2-tailed)		.045
	N	35	35
Vocabulary test	Pearson Correlation	.342*	1
	Sig. (2-tailed)	.045	
	N	35	35
*. Correlation is significant at the 0.05 level (2-tailed).			

From the result of the calculation, it was found that the coefficient correlation between students' frequency of listening to English songs and students' vocabulary mastery was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening to English songs and their vocabulary mastery.

Discussions

1. Students Vocabulary Mastery

Based on the result of the students' vocabulary test, the students' mean score was 70,02 which is considered as a good score. With the mean score above, it shows that students' vocabulary knowledge in the third grade at SMAN 10 Bandar Lampung qualified in the medium level. With the score above, it also can be assumed that the students are able to comprehend 80% text coverage.

There are several factors that make students' mean score was in the medium level. Students' background knowledge can be the factor that affects students' vocabulary mastery. If the student had known some vocabulary at first, it is possible that the students are able to understand and answer the test easily. On the other hand, if the students had no background knowledge of English, they will find it difficult to comprehend and answer the vocabulary test.

Next, the students' motivation toward English also become one of the factors that affect students' vocabulary mastery. The higher the level of students' motivation towards learning English, it will have a positive effect on their ability to understand English words.

2. Students Questionnaire

Based on the result of the questionnaires, it can be concluded that students' frequency of listening to English songs is the most aspect that makes the correlation significant. Students nowadays spend their time to listening English songs and they have their own time to listen to the songs, get a new vocabulary, and gather more information about grammar that is mostly used in English songs. Sometimes, they also find new difficult words from a native speaker. Indirectly, students will learn about English vocabulary by listening to English songs.

3. Correlation Between Students Frequency of Listening to English Songs and Students Vocabulary Mastery

From the data analysis above, it can be inferred that there was a significant correlation between students' frequency of listening to English songs and students' vocabulary mastery. The result showed that the frequency of listening to English songs was correlated with their vocabulary mastery.

There is a significant correlation because students' habit of listening to English songs is a possible way to enrich their vocabulary. Interest in listening to English songs can lead students to learn vocabulary more often and more repetition in activity might form a habit. Students who like listening to English songs usually will learn to those songs again and again. By doing so, the habit of listening to English songs will form in students' minds. It can give opportunities to the students to study the vocabulary of the language. It means that quite effective and very fun, especially for the students who have a hobby of listening to English songs.

There are many ways to know how to learn English effectively, one of them listening to music as learning media. Language learning related to sound can use audio media. (Daryanto, 2013) argues that audio comes from the word audible, which means the sound that can be heard naturally by the human ear.

The previous research that used songs was from Nurkholis Solehudin (2018) with the title "The Correlation Between Students Listening English Songs Habit and Their Listening Skill at The Second Semester of The Eleventh Grade of MA AL-ISLAM BUNUT PESAWARAN IN THE ACADEMIC YEAR OF 2016/2017" stated that listening English songs has significant correlation toward their listening skill. It proves that habit of listening to English songs has a significant positive correlation and contribution to listening skills. Hence, the findings are expected to be beneficial for teachers to help students become aware of those two important factors that affect their listening skills.

Another previous research by Niki Brilian (2016) with the title "The Relationship Between Listening Frequency to English songs and Students Listening Achievement" stated that there is a tendency that when listening to English songs is higher, the students listening achievement can be higher. It can be said too that the listening frequency to English songs helps improve students listening achievement.

The differences between this research and the previous research it was found that the frequency of listening to English songs has the biggest effect among the three aspects—the repetitions and behaviour. As we see from the questionnaire, the students spent more than 2 hours listening to English songs. This activity is what they routinely do in a week. while previous studies have shown behaviour to be the highest aspect that affects the high correlation that occurs more than the other aspects. Even so, it is still concluded that the frequency of listening to English songs is one of the activities outside of learning that has a big influence on improving one's vocabulary skills.

From those research, it can be concluded that using English songs to increase students' vocabulary mastery is an effective way. Besides students can enjoy it, they also can get much information from the songs. The researcher found a positive correlation between students' frequency of listening to English songs and vocabulary mastery and the result can be recommended to the teacher as a media for teaching vocabulary.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

There is a significant correlation between students' frequency of listening to English songs and students' vocabulary mastery, it was found that the coefficient correlation between students' frequency of listening to English songs and students' vocabulary mastery was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening English songs and their vocabulary mastery. In accordance with the analysis, it was revealed that 31 of the students have reached the required size of the vocabulary. It was proved that 20% of the students achieved scores in the high category (76-100). Yet, based on the table 1, it can be seen that 69% third-grade students at SMAN 10 Bandar Lampung had an average size of vocabulary, and 11% of the students had a minimum vocabulary size. Students' frequency got the highest mean score (2.618). On the other hand, students' behavior of listening to English songs got the lowest mean score (2.283) among the two factors. It shows that student frequency of listening to English songs has the biggest effect on student vocabulary mastery.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, The teacher should use habits and appropriate media to teach English because students still believe that learning the English language is difficult. The habits and appropriate media are expected to motivate the students in learning English. The result of this research shows that English song teaching media is better than without English song media in teaching listening skills. They should be careful in selecting the appropriate English songs to teach listening.

Secondly, It is suggested for other researchers to complete this research by conducting other research using English songs. Based on the explanation, the writer would like to suggest other researchers that this research will be useful as an additional reference. The writer hopes that schools can add more facilities such as audio-visual media so that the teachers and students will feel the enjoyment and it also maximizes the learning process.

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